**Directions for completing your scale: My comments in red are for guidance. After you have inserted your information into the form, remove my red comments (including these directions for completing your scale).**

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| --- | --- |
| **Course: Name of your course (English I, Algebra, World History, etc.) Topic: Your lesson title for your microteach goes here.** | |
| **Grade Level(s): If you can’t figure this out, I’m going to cry.** | |
| **Next Generation Sunshine State or Core Curriculum Standard(s):**  **The NGSS or CCSS that you select for your microteach should be inserted here.** | |
| **Learning Goal(s):**  **The learning goal for your microteach goes here.** | |
| **Topic (Keywords):** **The key vocabulary words that you included in the Content section of your lesson plan go here.** | |
| **Essential Question:** **This is an overarching question that could span several lessons. It is written in kid-friendly language and should require the students to think at a level higher than the knowledge level. WHO, WHAT, WHERE questions tend to require students to think at the knowledge level.** | |
| **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard,**  **The student will:**   * **At this level, students can be expected to teach their peers what they've learned, or do something else beyond the expectations for #3. Indicate what the something else beyond the expectations for #3 is.**   **No major errors or omissions regarding the score 4.0 content** |
|  |  |
| **3.0** | **The student will**:   * **Your learning goal should go here.** * **In addition, any part of the NGSS or CCSS (some of the standards include several behaviors, and would thus be completely addressed over the course of several lessons) that is addressed in your lesson should be included here.**   **No major errors or omissions regarding the score 3.0 content (simple or complex)** |
|  |  |
| **2.0** | **The student recognizes and describes specific terminology such as:**   * **Include your key vocabulary here.**   **The student will:**   * **Indicate a partial completion of #3. Look at samples I’ve used in class.**   **No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes** |
|  |  |
| **1.0** | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. **This can be left as is, or you may re-phrase it to indicate a performance at a lower proficiency level than #2. You will need to rephrase it if you intend to write a scale in kid-friendly language.** |
|  |  |
| **0.0** | Even with help, no understanding or skill demonstrated. **This can be left as is, or you may rephrase it to indicate a performance at a lower proficiency level than #1. You will need to rephrase it if you intend to write a scale in kid-friendly language. FYI, some teachers do not include a 0 in their scale.** |